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ABSTRACT

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on achieving effective communication (see EM 010 426, EM 010 427, EM 010 428, and EM 010 455), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

MAY 1971

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

CONTENT OUTLINE

TERMINAL AND ENABLING OBJECTIVES

EM 010 504

Westinghouse Learning Corporation
Annapolis Division
2083 West Street
Annapolis, Maryland 21401

United States Naval Academy

ED 071359

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Content Outline

Terminal and Enabling Objectives

May 1971

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

United States Naval Academy

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INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment I

Importance of Interpersonal Communication

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

IMPORTANCE OF INTERPERSONAL COMMUNICATION

Purpose of Part Four

Communication is fundamental to leadership. Regardless of a leader's other attributes, if he is unable to communicate with his subordinates, he is ineffective as a leader. The organization can accomplish its mission only when its leader is able to ensure effective communication to and within the organization. This Part, Achieving Effective Communication, is intended to enable you to understand the process of communication and enhance your capability to lead.

A. Introduction to Interpersonal Communication

1. A definition of general communication: A process whereby information is sent to one or more persons in order to achieve a common understanding about some situation, object, or event.

    a. Interpersonal communication is distinguishable from other communication in that it is communication that maximizes the opportunity for interaction between sender and receiver. (WLC; Berlo, Hays and Thomas, p. 76)

        1) The opportunity for interaction can be categorized by the necessity for dealing with relatively small numbers of senders and receivers; switching between sender and receiver during the course of the communication (the sender receives and the receiver sends:

    b. The opportunity for interaction diminishes as the number of senders and receivers increases.

2. The primary condition separating interpersonal communication from general communication is frequently summarized by the term immediate feedback.

    a. Feedback, in interpersonal communication, is that process by which the sender of a message receives some information of the effect of his message on the receiver.

b. Feedback has the effect of allowing the sender to modify his communication, based on his knowledge of the outcome(s) of his original communication.

B. Level of Interaction in Interpersonal Communication

1. Progressive levels of interaction

a. Zero interaction (no feedback) condition

1) Definition: A communication situation where the sender receives no feedback; e.g., a sender is separated from the listener while describing a geometric figure to him. No questions are allowed from the receiver as he attempts to reproduce the figure with paper and pencil.

2) Effects of zero interaction

a) Accuracy of communication is low although some improvement takes place over successive trials.

b) Listener's confidence in the accuracy of his work is low.

c) Sender's confidence in accuracy of sending is low.

d) The listener tends to become frustrated.

e) Relatively less time is required to complete the communication.

b. Visible audience condition

1) Definition: A communication situation where the sender receives no verbal feedback; e.g., listener and sender can see each other but no oral or written feedback by the listener is allowed. Sender describes figure, and listener attempts to reproduce it with pencil and paper.

2) Effects of visible audience interaction

a) Accuracy of communication is improved over zero feedback condition.

b) Listener's confidence in accuracy of his work is improved.

c) Sender's confidence is improved also.

d) Amount of time to complete interaction increases by about 10 percent over zero condition.

c. Free feedback interaction condition

1) Definition: A communication situation where the sender receives maximum feedback, e.g., listener is allowed to ask questions, interrupt, make comments, etc. Same procedure used: Sender describes figure, and listener attempts to reproduce it.

2) Effects of free feedback interaction

a) Accuracy of communication is high.

b) Listener's confidence in accuracy of his work is high.

c) Sender's confidence in accuracy of sending is also high.

d) Amount of time taken to complete the communication is tripled over zero feedback condition.

e) Frustration is minimal.

d. Zero interaction condition followed by a free interaction condition

1) The effects of zero interaction

a) When the sender faces a listener who has just been exposed to a zero feedback situation, he encounters verbal hostility and abuse.

b) Verbal hostility is dissipated with repeated trials.

e. Possible Conclusions to be Derived from Effects of Progressive Levels of Interaction

In direct proportion to the amount of feedback allowed:

1. Accuracy of communication improves

2. Sender's and listener's confidence in the accuracy of communication improves

3. Frustration due to inability to get clarification improves.

4. The time needed to complete a communication increases

Derived from Harold J. Leavitt and Ronald A.H. Mueller "Some Effects of Feedback on Communication:" Human Relations, 1951, p. 401 - 410.

2. Military implications

In a Depth Core Session, the M will be exposed to the first three interaction conditions set out in the Leavitt and Mueller Experiment (zero interaction, visible audience, free feedback), utilizing a military situation.

C. Leadership and Communication

1. Leadership is exercised through communication. (Hays and Thomas, p. 75)

a. Mission accomplishment is achieved through communication, usually more effectively through interpersonal communication. (Hays and Thomas, p. 75)

2. Leader's responsibility is to move the subordinate toward a specific goal.

a. Leader, as originator of the message to be communicated and knowing the information to be communicated, is responsible for the effectiveness of downward communication.

b. Leader cannot shift responsibility to a subordinate for downward communication failure, because he must be cognizant of his men's abilities and weaknesses as they relate to mission accomplishment.

3. Leader's responsibility is to use interpersonal communication to help accomplish the mission. (N-106, 1968)

a. Builds credibility in nonstress situations.

b. Credibility carries over into stress situations.

4. Leader's responsibility is to improve the effectiveness of his own communication skills (Ability to write well; ability to speak effectively).

5. Motivational effects of feedback operate negatively or positively on both sender and receiver of communications.

a. For example: The quiet, attentive look on the faces of seamen as they receive an order can reinforce an ensign's beliefs that he is: (1) effectively communicating the particular order and (2) generally a good communicator of orders, even though this might not be true. The ensign then continues to give orders in the same manner.

b. For example: A superior is willing to listen to his men and indeed encourages his men to discuss problems with him which are directly or indirectly related to their duties. This promotes the likelihood of increased feedback from subordinate to superior.

6. A key to effective leadership is the sensitivity with which the leader can accurately interpret feedback from his men, since the leader may modify future communication based upon feedback.

7. Other Communication Factors to be Considered

   a. Cultural differences

   b. Innoculation against propaganda

   c. Deviant behavior

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Part Four - Segment I

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Leavitt, H. & Mueller, R. 1951. (In Barnlund, D.C. Interpersonal Communication: Survey and Studies. Boston: Houghton Mifflin, 1968.

N-106, Course Outline. USNA, 1968.

Webster's Seventh New Collegiate Dictionary. Springfield, Mass.: G. & C. Merriam Co., 1967.

Outline Reference	Terminal and Enabling Objectives	
A.1.	Given several examples of a military communication, the M will be able to select those examples which are representative of interpersonal communication. (Based upon the characteristics of interpersonal communication)	TO 1
A.1.	When asked to identify the definition of general communication, the M will select from several choices the correct one.	EO-1
A.1.a.	Given several choices, the M will be able to select the paragraph which best describes the distinction between "general communication" and "interpersonal communication."	EO-2
A.1.b.	The M will be able to select from several choices the statement which correctly indicates the relationship between the numbers of senders and receivers and the opportunity for interaction.	EO-3
A.2.a.	Given several choices, the M will be able to select the correct definition of feedback.	EO-4
A.2.b.	Given several choices, the M will be able to select the statement which best describes the effect feedback may have upon the behavior of the sender.	EO-5
B.1.a.	Given a description of a military communication situation representing a zero interaction condition, the M will be able to select from several choices the best description of the effects of this level of interaction. (Stated in operational terms)	TO 2

Outline Reference	Terminal and Enabling Objectives	
B.1.a.	Given examples of military communication situations depicting varying interaction conditions, the M will be able to select the example that best depicts a zero interaction condition. (Based on the definition of a zero interaction condition)	TO 2 EO-1
B.1.a.1)	Given several choices, the M will be able to select the correct definition of a zero interaction situation.	EO-2
B.1.a.2)	The M will be able to select from several choices the paragraph which best describes the possible conclusions derived from observation of effects of zero interaction conditions.	EO-3
B.1.b.	Given a description of a military communication situation under visible audience conditions, the M will select from several choices the consequent effects upon the sender(s) and receiver(s). (Based on his knowledge of the principles derived from observation of effects)	TO 3
B.1.a.	The M will be able to select, from several choices, the possible conclusions derived from observation of effects of visible audience conditions.	EO-1
B.1.b.1)	Given several choices, the M will be able to identify the correct definition of a visible audience condition.	EO-2

Outline Reference	Terminal and Enabling Objectives	
B.1.c.	Given descriptions of the outcomes of several military communications (each representing different feedback conditions), the M will be able to select the description of the most characteristic outcome of a free interaction condition.	TO 4
B.1.c.1)	The M will be able to select from several choices the correct definition of a free interaction condition.	EO-1
B.1.e.	The M will be able to select, from several choices, the possible conclusions derived from observation of effects of a free interaction condition.	EO-2
B.1.d.	Given a description of a military communication situation in which zero interaction conditions are followed by free interaction conditions, the M will be able to select, from several choices, the best description of the consequential effects upon the sender(s) and the receiver(s). (Based on his knowledge of the principles derived from observation of the effects)	TO 5
B.1.d.1)	The M will be able to select, from several choices, the principles derived from observation of the effects of zero interaction followed by free interaction.	EO-1
C.	The M will be able to select, from several choices, the best description of the relationship between leadership and communication.	TO 6

Outline Reference	Terminal and Enabling Objectives	
C.2.a.	Given a description of a military situation showing a leader's failure to accomplish a mission as a result of a communication breakdown, and the breakdown occurring in the communication process of the leader's message being relayed through subordinate leaders, the M will be able to select, from several choices, the participant(s) responsible for the communication breakdown. (Based on leader's not being able to shift responsibility for a downward communication failure).	TO 6 EO-1
C.2.a.	The M will be able to select, from several choices, the statement(s) which most accurately relate(s) the leader to responsibility for effectiveness of downward communication.	EO-2
C.3.&4.	Given several choices, the M will be able to select the statement that best describes the reason why a leader should improve his communication effectiveness. (In terms of a leader's responsibility for mission accomplishment.)	EO-3
C.5.	The M will be able to select from several choices the possible effects of feedback on the motivation of the sender and receiver of a communication. (Negative or positive)	EO-4
C.6.	The M will be able to select, from several choices, the best description of the use of feedback by the leader as a key to effective leadership. (A key to effective leadership is the sensitivity with which the leader can accurately interpret feedback from his men, since the sender may modify future communication based upon feedback.)	EO-5

Outline Reference	Terminal and Enabling Objectives	
C.7.	The M will be able to identify communication factors relating to cultural differences, innoculation against propaganda and deviant behavior	EO-6

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment II

Types of Communication

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

TYPES OF COMMUNICATION

A. Verbal Communication (N-106, 1968)

1. Types of verbal communication

a. Oral communication

1) Definition: Uttered by the mouth or in words; spoken (Webster's Seventh New Collegiate Dictionary)

2) Advantages

a) Allows immediate feedback

b) Allows sender to explain and clarify immediately to move the receiver toward a specific goal

3) Disadvantages

a) Oral communication used with complex information is not conducive to long term retention by receiver. (Hays & Thomas, p. 78)

b) Subject to rapid distortion in the memory

c) Often requires visual support material for clarification

d) Not permanent

(1) Cannot be retained

(2) Cannot be filed for future reference

e) Subject to interference and distortions (Hays & Thomas, p. 81)

(1) Examples

(a) Distance

(b) Noise

(c) Pronunciation

b. Written communication

1) Advantages

a) Retainable

(1) Retention is better if message is written

(2) Can be referred to later

b) Diagrams, etc., can be included for clarification

c) Can become a permanent record

2) Disadvantages

a) Immediate feedback is not available

b) Clarification may have to be provided later

c) Extensive preparation time

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Part Four - Segment II

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Hays, S. H. and Thomas, W. N. (Eds.) Taking Command. Harrisburg, Pa.: Stackpole Books, 1964.

Webster's Seventh New Collegiate Dictionary. Springfield, Mass.: G. & C. Merriam Co., 1965.

Outline Reference	Terminal and Enabling Objectives	
A.1	Given a description of a military situation in which there is a verbal communication need, the M will be able to evaluate the need and select from several choices the communication which would most effectively carry the message. (Based on his knowledge of oral and written communication)	TO 1
A.1.a.1)	The M will be able to select, from several choices, the correct definition of oral communication. (Uttered by mouth or in words; spoken)	EO-1
A.1.a.2)&3)	Given an example of oral communication, the M will be able to select, from several choices, the statement that describes the advantages or disadvantages of oral communication illustrated in the example.	EO-2
A.1.b.1)&2)	The M will be able to select, from several choices, the most accurate comparison of the advantages and disadvantages of written communication.	EO-3

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INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment III

The Communication Process (Receiver and Barriers)

WESTINGHOUSE LEARNING CORPORATION

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1971

THE COMMUNICATION PROCESS (RECEIVER AND BARRIERS)

A. Introduction

1. Aspects of communication process

   a. Receiver: Person to whom message is directed

   b. Communication barriers: Anything that causes blockage or distortion of a message

   c. Sender: Person who transmits the message to receiver

   d. Effect of feedback: Permits the sender to modify his communication, based upon his knowledge of the outcome(s) of his original communication

2. Components of the message

   a. Information content

   b. Redundancy

   c. Structure

   d. Sequence

3. Relationship of components: Effective communication is accomplished when the message is understood by the receiver, as it was intended to be understood by the sender.

B. Receiving the Message (Hays and Thomas, p. 80)

1. Detecting

   a. In order to detect the message, the senses of sight and hearing must receive the message at some level of consciousness.

   b. Receiver's senses must be directed toward sender.

   c. Receiver's psychological attention must be attuned to message

2. Decoding

   a. In order to decode the message, the receiver uses his memory to establish word meaning.

   b. Meaning of the detected words must equal sender's meaning

   c. Receiver must be able to attach the intended meaning to nonverbal symbols.

      1) Gestures

      2) Tone of voice

      3) Facial expressions

C. Communication Barriers (Hays and Thomas, p. 81; Berlo, Avoiding Communication Breakdown)

   1. Physical barriers

      a. Definition: Barriers within the environment that cause interference with the reception of the message by the sensory organs.

      b. Classification and characteristics

         1) Physical distance (between sender and receiver)

            a) Too great a distance may require a change in the type of communication, e.g., oral to written.

            b) Increased communication distance has the following effects that tend to cut down communication effectiveness:

               1) Increases the physical exertion to accomplish the communication, which results in fewer communications

               2) Introduces a time delay

         2) Audio-visual interference condition

            a) Oral/Audible communication is subject to noise distortion or interference, e.g., soft telephone bell not being heard because of noisy jet aircraft nearby

            b) Visual communication is subject to light interference, e.g., inability to read in darkness; blinker signal not visible through fog.

3) Nature of the organization

a) Size

(1) "Crosstalk" is caused when many people try to communicate at the same time. (Message competition)

(2) An organization may be so large that it is impossible to communicate with all members at once.

b) Complexity

(1) In a multilevel organization, a time problem exists in communication from top to bottom, or vice versa.

(2) Questions arise: To whom should a communication go? and, Where should a communication stop?

(3) Movement of a communication through many people, or organization levels, causes distortion and dilution of message. (Number of links)

4) Excessive amount of communication in environment

a) Delays action if such is intent of a communication

b) Impairs feedback process

c) Causes message competition and thus detracts from receiver's capacity to digest all aspects of communication

2. Psychological barriers (Hays and Thomas, p. 83)

a. Definition: Barriers that are present in the receiver and/or sender and which distort meaning of the message.

b. Classification and characteristics

1) Perceptual barriers

a) Definition: Those barriers which arise as a result of differences in the sender's and receiver's previous experience. (Meanings and values acquired through experience affect perception.)

b) Similarity of stored experiences in memory of receiver and sender determines accuracy of receiver's perception

(1) Disparity in rank between sender and receiver may result in a status threat (feeling that status is jeopardized by communication interaction) and cause receiver to perceive a different meaning in message from that intended by sender.

2) Conceptual barriers

a) Definition: Barriers that arise primarily from differences in the memory of semantical frames of reference rather than perceptual

b) Same words or concepts have different meanings for sender and receiver.

(1) Educational level

(2) Part of country

3) Cultural barriers

a) Definition: Barriers to perceptual and conceptual formation which arise from cultural differences between sender and receiver

b) Difference in social background or ethnic origin between sender and receiver causes each to draw different meanings from the message.

3. Causes of communication breakdown

a. Most common causes of communication breakdown and action to prevent or overcome breakdown.

1) Message competition--Gain attention of receiver

2) Number of links--Avoid relaying message through numerous links, particularly links known to distort messages.

3) Status-ego problem--Sender/leader must be aware of possibility of such problem existing among his personnel and act to correct the problem as well as avoiding passage of message through personnel known to have problem.

4) False expectations--Ask pointed questions of receiver to ensure that receiver correctly understands sender's intent.

D. Examples of communication barriers in military situations

1. Physical barrier

a. Problem: A senior usually has more facilities, equipment, and assistance to help him organize and expedite the flow of information. The subordinate seldom has access to comparable facilities, time, or equipment for preparation of communication. There is a physical barrier limiting the flow of communication from subordinate to senior.

b. Solution: The senior should be alert not to overcommunicate because of his advantages. He should encourage communication flow from his subordinates.

2. Psychological barrier (perceptual)

a. Problem: People are naturally defensive about themselves and their actions. And this protective barrier may cause subordinates to misperceive their leader as one who is unapproachable.

b. Solution: The senior should actively encourage the free flow of upward communication, and convey to his men that he trusts their judgment, is capable of understanding their position, and is willing to listen.

3. Psychological barrier (conceptual)

a. Problem: A senior has probably worked in the subordinate's job and knows the attitudes, and problems of that position. The subordinate is faced with the problem of communicating to a person with whose work and responsibilities he is unfamiliar.

b. Solution: The senior should realize that the meaning of words may be different through a lack of common experience. The senior should use empathy (put himself in the other person's shoes) when a subordinate is trying to communicate with him and use his experience and familiarity with the subordinate's problems to help the subordinate over semantic barriers. (Berlo)

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Hays, H., & Thomas, W. N. (eds.) Taking Command. Harrisburg, Pa.: Stackpole Books, 1967.

Katz, D., & Kahn, R. The Social Psychology of Organizations. New York,: John Wiley & Sons, 1966.

Outline Reference	Terminal and Enabling Objectives	
A.	Given a situation in which there is a failure in communication between an officer and his men, the M will be able to select, from several choices, the statement which describes the probable cause of the failure. (Based on his knowledge of the components of a message and the aspects of the communication process)	TO 1
A.1.	Given several choices, the M will be able to select the paragraph which correctly describes the aspects of the communication process	EO-1
A.2.	Given several choices, the M will be able to identify those items which represent the components of a message.	EO-2
A.3.	The M will be able to select, from several choices, the paragraph which best describes the conditions under which effective communication occurs.	EO-3
B.	Given a situation in which there is a failure on the part of the receiver to understand a message, the M will be able to identify the probable cause of the failure as resulting from a deficiency in either detecting or decoding.	TO 2
B.1.	Given several choices, the M will be able to select the factors affecting message detection.	EO-1

Outline Reference	Terminal and Enabling Objectives	
B.2.	The M will be able to select from several choices, the paragraph which best describes the factors affecting message decoding.	TO 2 EO-2
C.	Given a description of a military situation in which there is a barrier to communication, the M will be able to select, from several possible courses of action, the best action to take to overcome the barrier.	TO 3
C.3.a.	Given a description of a military situation wherein a communication breakdown has occured, the M will be able to select, from several choices, which of the most common causes of communication breakdown was present and determine, from several possible courses of action, the best action that could have been taken to prevent the breakdown.	TO 4
C.1.a	The M will be able to select from several choices the correct definition of "physical communication barrier."	EO-1
C.1.b.	Given a description of a situation in which an officer cannot communicate with his men because of a physical barrier, the M will be able to select, from several choices, the correct method of overcoming the barrier.	EO-2

Outline Reference	Terminal and Enabling Objectives	
C.1.b.1)	Given several examples of siutations in which physical barriers exist, the M will be able to select the example(s) which illustrate(s) physical distance.	TO 4 EO-3
C.1.b.2)	Given descriptions of situations in which barriers to communication exist, the M will be able to identify those which represent "audio/visual distortion."	EO-4
C.1.b.3)	Given examples of situations in which barriers to communication exist, the M will be able to identify the example(s) which illustrate(s) complexity of organization (hierarchical) structure.	EO-5
C.1.b.4)	The M will be able to select, from several choices, the paragraph which best describes the disadvantages of excessive communications.	EO-6

Outline Reference	Terminal and Enabling Objectives	
C.2.&3.	Given a situation wherein there is a psychological barrier to communication, the M will be able to select, from several possible courses of action, the most appropriate action to overcome the barrier.	TO 5
C.2.a.	The M will be able to select from several choices the statement which best describes the concept "psychological barrier."	EO-1
C.2.b.1)	Given examples which illustrate impaired communication, the M will identify the example(s) in which the cause is a perceptual barrier.	EO-2
C.2.b.1)	Given examples in which the receiver's understanding of the sender's message is faulty, the M will classify each example as one or the other of the two types of communication failure attributable to disparity in rank.	EO-3
C.2.b.2)	Given examples of faulty communication, the M will identify the example(s) in which a conceptual barrier causes the difficulty.	EO-4
C.2.b.3)	Given examples of faulty communication, the M will identify the example in which a cultural barrier causes the difficulty.	EO-5

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment IV

The Communication Process (Sender and Feedback)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

THE COMMUNICATION PROCESS (SENDER AND FEEDBACK)

A. Sending the Message

1. Encoding (Hays and Thomas, p. 77)

a. Definition: To convert the sender's thoughts into oral, written, and nonverbal symbols

b. Techniques

1) Determine frame of reference.

a) Determine how to establish rapport with receiver.

(1) Gain receiver's attention with cue or statement.

(2) Give an overview of message

b) Consider receiver's past experiences and knowledge that might affect his understanding.

c) Consider moment-to-moment variations in mood or circumstances that might influence the receiver's frame of reference.

2) Select effective and appropriate verbal and nonverbal symbols.

a) Language by itself has no meaning and can carry no understanding; it is important that language be selected on the basis of the total communication situation.

b) Choose words and concepts that the receiver understands in the same context as you do.

c) Nonverbal Communication (Hays & Thomas, p. 78; Berlo)

(1) Types

(a) Conduct

1 Definition: A long term behavior pattern; the tendencies to communicate in certain ways

(b) Action

1 Definition: Immediate behavior of the sender

2 Examples

a Gestures and facial expressions

b Pitch and tone of voice

c Posture

(2) Relationship to oral communication. The use of appropriate action:

(a) Enables the sender to emphasize, using nonverbal techniques

(b) Allows the sender to express his view of the message through nonverbal communication

d) Gestures and facial expressions should be used to reinforce the meanings of words.

3) Organize the message (syntax).

a) Tasks to be completed concurrently should be explained first.

b) Explain the sequence of required subtasks.

c) Keep the message as short as possible. (First and last parts of a long communique are remembered better than information in the middle.)

2. Delivering (Hays and Thomas, p. 85)

a. Techniques for delivery (Katz and Kahn, p. 257; Berlo).

1) Establish credibility: The receiver will evaluate the credibility of the sender, considering:

a) Behavior of sender: The sender's personal example will affect communication. For example, if a senior issues an instruction and snickers while it is being conveyed to his men, he may destroy his subordinates' willingness to follow it. In a larger sense, a leader who persists in disregarding instructions which he himself has set down soon loses credibility with his group when he issues further instructions.

b) Trustworthiness

c) Competence in job area

d) Drive (energy and enthusiasm)

2) Avoid "talking down" to men, or appearing to be less interested in a man's welfare than in the mission.

3) Avoid offending the receiver. Don't make him feel he is:

a) Too stupid to understand

b) Incompetent to do the assignment

c) Not caring about Navy's goals

4) Ask key questions. (Berlo)

a) Purpose: When giving instructions, the leader should attend to lapses in understanding.

b) Reason: It is possible for the sender to phrase a message that is completely clear to him, and for the receiver to decode the message in a way that is clear to him, and yet both give entirely different meanings to same message.

3. Modifying the message after receipt of feedback. (N-106, 1968; Hays and Thomas, p. 85; Berlo)

a. Reasons for modification

1) Receivers tend to evaluate, judge, and approve or disapprove of other people's statements.

a) Common to any interchange or communication

b) Increased in situations where emotions and feelings (particularly in conflict) are deeply involved

2) People tend to listen only to communication that is geared to their interests and needs.

b. Techniques

1) Empathy can compensate for receiver's evaluation and judgment. Empathy is "the capacity for participating in another's feelings or ideas," whereas sympathy is "an affinity, association, or relationship between persons or things wherein whatever affects one similarly affects the other." (Webster's Seventh New Collegiate Dictionary). Thus, to the extent that empathy is an emotional attachment to another person and situation, it is an attachment born from and controlled by a reasoned capacity, rather than the quid-pro-quo, emotion-over-reason connotation of the word sympathy. Leaders who display to their subordinates a constant sympathy can limit the effectiveness of their leadership; whereas, leaders who can empathize with their followers can greatly expand the effectiveness of their leadership. Effectiveness may be expanded if the leaders:

a) See the expressed idea from receivers viewpoint.

b) Perceive receiver's frame of reference regarding the things he is hearing.

2) Attempt to understand and obtain a person's interest before communicating with him.

B. Feedback (N-106, 1968; Hays and Thomas, p. 80; Berlo)

1. Effect of feedback: Permits the sender to modify his communication based on the outcome(s) of his original communication.

2. Purpose: To ensure that the intended message has been received from the sender's point of view.

3. Characteristics

a. Feedback is, in itself, a behavioral response (or message) from receiver to sender.

b. Free feedback creates a condition that tends to facilitate "two-way" communication.

4. Feedback as interaction

a. Sender's delivery technique

1) Voice

2) Pauses and volume

3) Rate of speaking

b. Receiver's reactions

1) Facial expressions, gestures, and actions

2) Verbal comments and questions

c. Successive communication interaction

1) Questions are exchanged between sender and receiver.

2) Information is repeated and the message is clarified, through interaction, until understanding is ensured.

3) The more complete and immediate the feedback, the more effective the communication.

5. Obstacles to feedback

   a. The sender is too busy sending messages to give adequate attention to receiving.

   b. The sender wants to avoid conflict

   c. The sender may be threatened by the receiver, or insecure about his ability to perform.

   d. The sensitivity of the receiver of the feedback, i.e., a subordinate may conclude that his superior is not particularly willing to listen to bad news, unfavorable opinions, criticism, or reports of mistakes or failures. The sender may, in fact, decide against relatively free communication upward, because he prefers not to receive unpleasant messages or because he considers his strong control may be diminished if he permits free two-way communication.

   e. The magnitude of the feedback signal.

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Outline Reference	Terminal and Enabling Objectives	
A.&B.	Given a description of an assignment to be communicated by an officer to his men, the M will select, from several choices of message construction (format and content), the best message and delivery technique to communicate the assignment. (Based on the principles of encoding, modifying, delivering, and feedback)	TO 1
A.1.b.	Given a description of a situation in which the frame of reference of an intended receiver is implied, and given in general terms the information to be communicated, the M will be able to select, from several alternate forms of the same message, the one that would most accurately convey the intentions of the sender. (Based on the rules for encoding a message)	TO 2
A.1.a.	Given several choices, the M will be able to select the correct definition of encoding.	EO-1
A.1.b.	Given several military communication examples of the techniques of encoding, the M will be able to select the example that is most likely to result in a successfully communicated message. (Based on the techniques for encoding)	EO-2
A.1.b.1)	Given several descriptions of a sender in the process of determining a receiver's frame of reference, the M will be able to select the description which exemplifies the correct application of the techniques for determining the frame of reference.	EO-3

Outline Reference	Terminal and Enabling Objectives	
A.1.b.2)	Given an example in which a receiver's behavior indicates he does not understand the words used in an order from a sender, the M will be able to select, from several choices, the reason(s) for the lack of understanding. (Based on the principle: "Select appropriate language")	TO 2 EO-4
A.1.b.3)	Given a message which is to be acted upon by a receiver, the M will select, from several choices, the description of the best method of organizing the message. (Based on the principles of message syntax)	EO-5
A.1.b.2)c)	Given a description of a situation in which a poor oral message is delivered, the M will be able to select, from several choices, the best alternative delivery that should have been used. (Based on his knowledge of the aspects of verbal and nonverbal communication)	TO 3
A.1.b.2)c)(1)(a)	The M will be able to select, from several statements about conduct as it pertains to nonverbal communication, the statement which correctly defines such conduct. (A long term behavior pattern; tendencies to communicate in certain ways)	EO-1
A.1.b.2)c)(1)(b)	The M will be able to select, from several statements about nonverbal communication action, the statement which correctly defines such action. (Immediate behavior of sender)	EO-2

Outline Reference	Terminal and Enabling Objectives	
A.1.b.2)c)(2)	The M will be able to select, from several choices, the best evaluation of the relationship between oral-verbal and nonverbal communication.	TO 3 EO-3
A.2.a.	Given a description of a message being communicated by a person setting a poor example, the M will be able to select, from several possible ways of communicating the message, the statement which describes the best alternative delivery. (Based on the principle: Sender's personal example will affect communication)	TO 4
A.2.b.	Given several descriptions of an officer delivering a message, the M will be able to select the one that represents the best use of proper delivery technique.	TO 5
A.2.a.1)	Given several choices, the M will be able to select the factors considered in evaluating sender credibility.	EO-1
A.2.a.1)	Given several descriptions of the behavior of leaders, the M will be able to select the description of behavior most likely to result in sender credibility.	EO-2

Outline Reference	Terminal and Enabling Objectives	
A.2.a.2)	Given a military situation of a leader conveying a negative impression of his receiver as he talks to a subordinate, the M will be able to select, from several alternative ways of stating the message, the best message the leader could have used to avoid conveying a negative impression. (Based on the principle: Avoid talking down to the men.)	TO 5 EO-3
A.2.a.4)	Given several statements concerning key questions, the M will be able to select the one that best describes the reason for asking key questions.	EO-4
A.3.	Given an example of a message which an officer has prepared and his estimate of the characteristics of the intended receivers, the M will evaluate the adequacy of the message, and, if appropriate, select from several choices a modified version of the message which would most likely ensure understanding by the receivers. (Based on the principles of modifying the message)	TO 6
A.3.a.	The M will be able to select from several choices the correct reasons for modifying the message.	EO-1
A.3.b.	Given several choices, the M will be able to select the statement which describes the correct techniques for message modification.	EO-2

Outline Reference	Terminal and Enabling Objectives	
A.3.b.1)	Given a description of a message prepared by an officer who has failed to compensate for the receiver's evaluation and judgment, the M will select, from several choices, the paragraph which describes the best alternate message. (Based on the technique of using empathy)	TO 6 EO-3
A.3.b.2)	Given examples in which an officer is communicating with a subordinate the M will be able to select those in which the officer has applied the rule of obtaining attention.	EO-4
B.	Given a situation requiring message delivery and appropriate feedback, the M will be able to select, from several examples of message delivery and feedback, the example which demonstrates that the sender knows that the receiver understands the message. (Based on the principles of successive communication interaction)	TO 7
B.2.	Given several statements about feedback, the M will be able to select the correct statement of the "purpose of feedback."	EO-1
B.3.	Given several statements about the characteristics of feedback, the M will be able to identify the statement which best describes those characteristics.	EO-2

Outline Reference	Terminal and Enabling Objectives	
B.4.	Given an example of a leader communicating with his subordinates, and the feedback the leader receives, the M will be able to select the paragraph which correctly describes the mode(s) of feedback. (As illustrated in the example)	TO 7 EO-3
B.5	Given an example in which there is an obstacle to feedback, the M will be able to select the statement which describes the correct method to eliminate the obstacle.	EO-4

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment V

Formal Communication and Its Dimensions

WESTINGHOUSE LEARNING CORPORATION

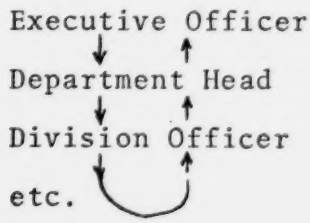
Annapolis, Maryland

1971

FORMAL COMMUNICATION AND ITS DIMENSIONS

A. Formal Communication

1. Definition: Official communication within an organization; within the chain of command (WLC), e.g.:



2. Dimensions of formal communication

   a. Downward communication

      1) Definition: Transmitting messages from the higher levels of the organization to subordinate levels

      2) Reasons for importance

         a) It is the dimension most frequently used and relied on. (N-106, 1968)

         b) Satisfies desire to know that a leader is functioning (by implication)

         c) Satisfies desire to know where you stand

         d) It is essential to the functioning of the military organization

      3) General objectives

         a) To provide communication channels from senior to subordinate in order to convey policies, procedures, objectives, and information about their futures

         b) To maintain control over information flow

b. Upward communication

1) Definition: Transmitting messages from subordinate levels to the higher levels of the organization

2) Reasons for importance (N-106, 1968)

a) Allows the senior to determine if messages have been received, understood, accepted and acted upon

b) Allows the senior to discover if the needs of his subordinates are being satisfied

3) General objectives

a) To transmit information from subordinate to senior levels (N-106, 1968)

b) To allow subordinates to contribute ideas and/or constructive criticism

c) To allow the leader to show his men they are valuable sources of information (WLC)

d) To allow means for building a greater sense of participation by the group

e) To allow feedback to reach higher levels of the organization

4) Responsibilities: It is the responsibility of the leader to create an atmosphere that facilitates the practical use of feedback.

c. Lateral communication (N-106, 1968)

1) Definition: Transmission of messages to persons at the same level of the organization or other organizations

2) Reason for importance: It is required for the efficient operation of the organization.

3) General objectives

a) To facilitate coordination of efforts among peers, e.g., Division Officers, Department Heads, and Staff Officers.

b) To expedite communications

4) Responsibilities: As in any other dimension of communication, it is the responsibility of each participant to communicate clearly, listen carefully, and provide feedback in order to ensure mutual support and coordination of efforts.

d. Major advantages of formal communication (N-106, 1968)

1) It gives the leader a channel in which he can immediately and directly send subordinates information required for operation of the organization.

2) It provides a channel for subordinates to convey suggestions and grievances to superiors who have the authority to act upon them.

3) It establishes responsibility for all actions taken.

e. Major disadvantages of formal communication (Hays and Thomas, p. 83)

1) A formal communication network is used primarily to transmit orders downward and reports upward. This tends to stifle the use of the network for other purposes.

2) Personnel in the formal network tend to pay much more attention to upward and downward communication, at the expense of lateral communication.

3. Open-door policy (Hays and Thomas, p. 87)

a. Definition: An invitation to subordinates by a leader to "come and talk things over any time"

b. Reasons for importance: 1) It helps in maintaining good relations between the leader and his subordinates 2) One of the quickest ways a leader can stifle such relations is by not acting, in some way, on a request, a complaint, or a suggestion. It is imperative that the subordinate be given an answer.

c. Objectives

1) To stimulate upward communication

2) To overcome reluctance of subordinates to maintain communication with senior about personal matters. Examples: emergency leave; financial problems; hardship (compassionate) reassignments.

3) To obtain information regarding morale and "esprit" of the group

d. Supplementing the open-door policy

1) Frequent informal visits around the work area

2) Initiation of conversation with subordinates during these visits

3) Avoid bad listening habits. (N-106, 1968)

a) Getting overstimulated

b) Listening only for facts

c) Faking attention

d) Allowing yourself emotional deaf spots

e) Hop-skip-and-jump listening: Failing to utilize time between speech and thought for reflection. People listen faster than a speaker speaks.

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Part Four - Segment V

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N-106, Course Outline. USNA, 1968.

Outline Reference	Terminal and Enabling Objectives	
A.	Given examples of upward, downward, and lateral communication, the M will identify the example(s) which illustrate(s) official communication within an organization, i.e., within the chain of command.	TO 1
A.2.a.	Given a description of a military situation in which the leader utilized downward communication, the M will be able to evaluate the situation and indicate, by selecting from several possible answers, whether or not the leader is likely to accomplish the general objectives of downward communication and the reasons for his success or failure. (Why/why not)	TO 2
A.2.a.1)	Given several choices, the M will be able to select the correct definition of downward communication.	EO-1
A.2.a.2)	The M will be able to select, from several choices, the statement(s) which describe(s) the importance of downward communication.	EO-2
A.2.a.3)	The M will be able to select, from several choices, the statement(s) which describe(s) the general objectives of downward communication.	EO-3
A.2.b.	The M will be able to evaluate an upward communication in a military situation, and select, from several choices, the response which states the objectives of upward communication which have been met. (Based on his knowledge of the general objectives of upward communication)	TO 3

Outline Reference	Terminal and Enabling Objectives	
A.2.b.1)	The M will be able to select, from several choices, the correct definition of upward communication. (Transmitting messages from subordinate levels to higher levels of the organization)	TO 3 EO-1
A.2.b.4)	Given an example of a military situation involving upward communication, the M will be able to select from several choices, the statement which best describes the responsibilities of a leader to enhance upward communication that are fulfilled by the leader in the situation. (Based on his knowledge of the leader's responsibilities of upward communication)	EO-2
A.2.b.2)	The M will be able to select, from several choices, the statement which describes the importance of upward communication.	EO-3
A.2.b.3)	The M will be able to select, from several choices, the response which best describes the general objectives of upward communication.	EO-4
A.2.c.	Given a description of a situation in which an attempt at lateral communication fails, the M will select the statement that identifies the individual(s) responsible for the communication breakdown. (Based on his knowledge of the responsibilities of the participants)	TO 4

Outline Reference	Terminal and Enabling Objectives	
A.2.c.1)	Given several choices, the M will be able to select the correct definition of lateral communication.	TO 4 EO-1
A.2.c.4)	Given several choices, the M will be able to select the statement which best describes the responsibilities of participants in lateral communication.	EO-2
A.2.c.3)	The M will be able to select, from several choices, the correct description of the objectives of lateral communication.	EO-3
A.3.	Given a description of a situation in which there is a communication problem between a senior and his subordinates, the M will be able to identify the solution that best implements the open-door policy in an effort to solve the problem.	TO 5
A.3.a.	Given several choices, the M will be able to select the correct definition of open-door policy.	EO-1
A.3.b.	The M will select, from several choices, the statement which best describes the importance of the open-door policy.	EO-2
A.3.c.	Given a description of several outcomes of open-door policy, the M will be able to identify those which reflect attainment of open-door policy objectives.	EO-3

Outline Reference	Terminal and Enabling Objectives	
A.3.b.	Given several examples, the M will be able to identify those examples in which it would be feasible to implement the open-door policy.	TO 5 EO-4
A.3.d.	Given several choices, the M will be able to select the statement which best describes ways of supplementing the open-door policy.	EO-5
A.3.d.3)	Given a description of an officer-subordinate discussion, the M will be able to select, from several choices, the poor listening habits (if any) demonstrated by either participant.	EO-6
A.2.d.	The M will be able to select, from several choices, the advantages of formal communication.	TO 6
A.2.e.	The M will be able to select, from several choices, the disadvantages of formal communication.	TO 6a

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment VI

Informal Communication

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

INFORMAL COMMUNICATION

A. The Informal Communication Network

1. The grapevine (Hays and Thomas, p. 87)

a. Definition: A fairly stable informal channel of communication within an organization over which rumors, or other informal and unofficial communications of high interest to sender and receiver, are transmitted. It exists within the formal communication structure (two seamen discuss scuttlebutt while on duty), and is concerned with communications not restricted to the chain of command. The grapevine is utilized in an upward, downward, or lateral manner, as is the chain of command.

b. History

1) Term arose during Civil War.

2) Soldiers tapped telegraph lines.

3) Telegraph lines, hanging down, resembled grapevines.

c. Characteristics

1) Causes of the grapevine (N-106, 1968)

a) The informal communication system arises from the social interactions of people within the organization.

b) Informal leaders with influence on formal leaders listen to and relay to formal leaders requests of group members.

2) Advantages (N-106, 1968)

a) Develops group identification and interest in work

(1) Satisfies many needs, such as belonging and status, which are not satisfied in the formal organization.

b) Supplements downward communication through the formal organization

c) Provides an indirect means of implementing actions

d) Delivers information upward

(1) Leader sorts and interprets both facts and feelings, and truth and rumor.

e) Frequently provides an emotional safety valve

(1) Emotions can often be expressed orally without fear of repercussions.

f) Speed of transmission (can have negative consequences)

g) Believability, i.e., of immediate interest to the group (can have negative consequences)

3) Disadvantages (N-106, 1968)

a) Spreads rumors, untruths, and distorted information

b) Decreases the control over the degree of accuracy of the information

c) Irresponsibility may occur

d) Uncontrollability may occur

e) Unpredictability may occur

f) Inaccuracy may occur

4) The system is mistakenly considered by many to be a hindrance and undesirable.

a) Due to misunderstanding and misuse

b) Due to distrust and fear of it

d. Effective use by leader. (Hays and Thomas, p. 87)

1) Leader must be cognizant of its existence.

2) Leader must "listen in" on its content; then he can use it to:

a) Determine potential leaders.

b) Keep men informed by supplying correct factual information

c) Verify unofficially the messages already transmitted formally.

d) Test his own or the formal system's credibility.

e) Trial-balloon ideas or lay groundwork for future programs

2. Rumors

a. Definition: Statements circulated along the grapevine (can be highly accurate or totally inaccurate) which may be acted upon

b. Causes

1) Maliciousness

2) Anxiety

3) Insecurity

4) Desire for wish fulfillment

5) Desire to apply pressure upon leader

6) Desire to "smoke out" the truth (N-106, 1968)

7) Lack of credibility in superiors

8) Weak formal system (especially in its upward channels whereby subordinates cannot get answers

c. Preventing rumors (Hays and Thomas, p. 88)

1) Missing information is the reason rumor starts.

2) Ensure that subordinates have correct and complete information regarding situations that are important to them.

3) Principle: Rumors flourish in proportion to the ambiguity of the situation and the importance of the information carried on the grapevine.

d. Combating rumors (N-106, 1968; Hays and Thomas, p. 88)

1) Determine the cause

2) Keep the men informed

3) Transmit factual information formally and informally

4) Acknowledge and bring existing rumors out into the open by:

   a) Public address system

   b) Newspapers or bulletins

   c) Face-to-face interaction

5) Circulate informally and discuss what is going on within the organization

6) Use the grapevine as a feedback mechanism for close monitoring of group attitudes.

   a) Rumors carry a message for the leader.

   b) Implications about the organization

7) Develop and maintain high credibility of leader which will tend to minimize formulation and/or bad effects of rumor.

REFERENCES

Part Four - Segment VI

Hays, S. H., and Thomas, W. S. Taking Command. Harrisburg, Pa.: Stackpole Books, 1967.

N-106, Course Outline, USNA, 1968.

Outline Reference	Terminal and Enabling Objectives	
A.	Given a description of communication along the grapevine, the M will be able to select from several choices the most probable outcome of that communication. (Based upon the advantages and disadvantages)	TO 1
A.1.a.	Given several examples of military communications, the M will be able to select the one(s) that represent(s) informal communication.	EO-1
A.1.a.	Given several choices, the M will be able to select the correct definition of the term "grapevine."	EO-2
A.1.b.	Given several choices, the M will be able to identify the narrative account which most accurately traces the history of the grapevine.	EO-3
A.1.c.3)	Given several choices, the M will be able to select those statements that best describe the disadvantages of the grapevine.	EO-4
A.1.c.2)	Given several choices, the M will be able to select those statements that best describe the advantages of the grapevine.	EO-5

Outline Reference	Terminal and Enabling Objectives	
A.1.d.	Given a description of a military situation in which a possibility exists for the leader to utilize effectively the informal communication network, the M will select the paragraph which correctly specifies the way in which the leader should utilize it to accomplish his objectives.	TO 2
A.1.d.2)	Given a description of a military situation in which a leader is using the grapevine to accomplish an objective, the M will be able to select, from several choices, the reason why the leader is using the grapevine.	EO-1
A.2.	Given a description of a military situation which depicts a need for communication, the M will be able to select, from several possible messages and methods of transmission, the choice that will best fill the need for communication in a way that will prevent the formation of rumors.	TO 3
A.2.a.	Given several choices, the M will be able to select the correct definition "rumor."	EO-1
A.2.b.	Given examples of military situations in which rumors are being started within the organization, the M will be able to identify the cause of the rumor in each example.	EO-2
A.2.c.	Given several choices, the M will be able to identify the correct principle governing the spread of rumors.	EO-3

Outline Reference	Terminal and Enabling Objectives	
A.2.d.	Given a description of a military organization in which rumors exist, the M will select, from several possible courses of action, the steps the leader should take to effectively combat the rumors.	TO 4
A.2.d.	Given several choices, the M will be able to select, from several choices, those techniques that are considered effective in combating rumors.	EO-1

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment VII

Communication Under Battle Situations

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

COMMUNICATION UNDER BATTLE SITUATIONS

A. Stress and Communication

1. Definition of stress: The state of a person in any situation where his general well-being is threatened, and where no readily available response exists to reduce the threat (Barnlund, p. 368)

2. Manifestations of stress

a. Fear

1) Characteristics

a) Negative (Hays and Thomas, pp. 238-243)

(1) Generalized anger or irascibility

(2) Chronic fatigue

(3) Avoidance behavior tendency

(4) Increases as frustration increases

(5) May lead to exhaustion, where the person is incapable of doing anything rational and goal-directed.

b) Positive (Barnlund, p. 368)

(1) Drives people to seek the company of others

(2) Increases the cohesiveness of groups

(3) Does not, itself, stop communication

b. Panic (Hays and Thomas, p. 239)

1) Panic is an uncontrollable state of fear in which an individual becomes temporarily unreasoning and oblivious to everything but his crisis. Such a state makes communication almost impossible, for the panic-stricken person is no longer able to comprehend and relay information or carry out orders.

3. Communications under stress

   a. Leadership requirements

      1) The Five-Paragraph Order (USMC): A standard combat procedure for ensuring that information necessary for mission accomplishment is relayed to all persons in an orderly and complete manner, even under stressful situations.

      2) Issue verbal orders in measured, crisp, authoritative manner. Be positive and optimistic. Develop an ability to speak effectively. (Hudgins, p. 74)

      3) Require feedback from individuals so that understanding is assured. (e.g.: Question him to determine whether he knows what he is to do rather than whether he understands what he has been told.)

      4) Ensure that each person under stress understands the big picture. Keep your men informed.

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The Five-Paragraph Order. USMC.

Outline Reference	Terminal and Enabling Objectives	
A.2.	Given examples of stress situations in which fear is exhibited by individuals, the M will be able to identify each example as illustrating either positive or negative manifestations of fear. (Based on his knowledge of the positive and negative characteristics of fear)	TO 1
A.1.	Given several choices the M will be able to select from the choices the correct definition of stress.	EO-1
A.2.a.& b.	Given several examples of military stress situations, the M will be able to classify each as an example of either fear or panic.	EO-2
A.2.a.1)a)	Given a description of a stress situation characterized by fear, the M will be able to select, from several choices, the statement that best describes the negative characteristics of fear portrayed in the example.	EO-3
A.2.a.1)b)	Given a description of a stress situation characterized by fear, the M will be able to select, from several choices, the statement that best describes the positive characteristics of fear portrayed in the example.	EO-4

Outline Reference	Terminal and Enabling Objectives	
A.2.b.1)	Given several choices, the M will be able to select the correct definition of panic.	TO 1 EO-5
A.2.b.1)	Given several descriptions of stress situations, the M will be able to identify those in which panic is evident. (Based upon the definition of panic)	EO-6
A.3.	Given a description of inadequately communicated information under battle conditions, the M will be able to select, from several choices, the best alternate presentation to ensure that the information would have been effectively communicated.	TO 2
A.3.a.	The M will be able to select from several choices the steps to be taken to make communications more effective under battle conditions.	EO-1
A.3.a.2)	Given examples of leaders issuing verbal orders during stress, the M will identify the example(s) in which the orders are issued in an authoritative and positive manner.	EO-2
A.3.a.3)	The M will be able to select, from several choices, the means of ensuring understanding of orders. (Require Feedback from individuals about their execution of the orders)	EO-3

Outline Reference	Terminal and Enabling Objectives	
A.3.a.4)	Given an example of a stress situation in which confusion has occurred, the M will be able to select, from several choices, the statement which best describes the cause of confusion. (Based on the principle: Failure by the leader to ensure that each person under stress understands the big picture)	TO 2 EO-4